

**CHALLENGES FACING THE REMUNERATION AND WELFARE OF  
TEACHERS IN THE NEW DAY PUBLIC CONSTITUENCY SCHOOLS IN  
NZAUI DISTRICT, MAKUENI COUNTY**

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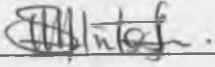
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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT FOR  
THE REQUIREMENTS OF THE AWARD OF POST GRADUATE DIPLOMA IN  
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## DECLARATION

This research project report is my original work and has never been presented for an award in any other institution.



18/11/2012

Mutula, Shadrack Wambua

Date

L40/67024/2011

This research project report has been submitted for examination with my approval as the University Supervisor.



21-11-2012

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## **DEDICATION**

This study is dedicated to my colleague teachers at Kawala secondary school who greatly encouraged me to pursue the course and made sure that my research was successful.

## **ACKNOWLEDGEMENTS**

This research study could not have been successful without the assistance of my supervisor Dr. Kyalo, D. N who kept me on toes when doing the research. Her effort is highly appreciated.

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# TABLE OF CONTENTS

<b>DECLARATION</b> .....	ii
<b>DEDICATION</b> .....	iii
<b>ACKNOWLEDGEMENTS</b> .....	iv
<b>TABLE OF CONTENT</b> .....	v
<b>LIST OF TABLES</b> .....	viii
<b>LIST OF FIGURES</b> .....	ix
<b>CHAPTER ONE: INTRODUCTION</b> .....	1
1.1 Background information to the study.....	1
1.2 Statement of the problem.....	1
1.3 Objectives of the study.....	2
1.5 Research questions.....	2
1.6 Significance of the study.....	3
1.7 Limitations of the study.....	3
<b>CHAPTER TWO: LITERATURE REVIEW</b> .....	4
2.1 Introduction.....	4
2.2 Economic factors.....	4
2.3 Political factors.....	5
2.4 Social-Cultural factors.....	7

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<b>CHAPTER THREE: RESEARCH METHODOLOGY .....</b>	<b>10</b>
3.1 Introduction .....	10
3.2 Research design .....	10
3.3 Target population.....	12
3.4 Sampling procedures and sample size.....	12
3.5 Data collection methods .....	12
3.6 Research Instruments.....	13
3.7 Validity and Reliability of research instruments.....	13
3.8 Data analysis and presentation.....	15
3.9 Ethical Considerations of the study.....	16
<b>CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION.....</b>	<b>17</b>
4.1 Introduction .....	17
4.2 Demographics.....	17
4.3 Economic factors .....	20
4.4 Political-institutional factors .....	26
4.5 Social-cultural factors.....	29
<b>CHAPTER FIVE: SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS.....</b>	<b>32</b>
5.1 Introduction .....	32
5.2 Summary of the study.....	32
5.3 Conclusions of the study .....	33
5.4 Recommendations of the study .....	34
5.5 Suggestions for further research.....	35

<b>REFERENCES</b> .....	<b>37</b>
<b>APPENDICES</b> .....	<b>39</b>
<b>APPENDIX I: Questionnaire</b> .....	<b>39</b>

## LIST OF TABLES

Table 4.1 Likerts scale on economic factors.....	17
Table 4.2 Infrastructure.....	18
Table 4.3 Political violence.....	20
Table 4.4 Degree of effect of political-institutional factors.....	21
Table 4.5 Level of access of social-cultural factors.....	23
Table 4.6 Market condition with regard to industry in which enterprise operates.....	25



## LIST OF FIGURES

Figure 4.1: Gender.....	13
Figure 4.2 Age.....	14
Figure 4.3 Education level.....	15
Figure 4.4 Employee turnover.....	16
Figure 4.5 Policies.....	19
Figure 4.6 Infrastructure yet to be fully accessed.....	22
Figure 4.7 Extent of the effect of social-cultural factors.....	24

# CHAPTER ONE

## INTRODUCTION

### 1.1 BACKGROUND INFORMATION

As the country moves towards achieving universal primary schooling, demand for education is shifting to secondary education. The global trends demand that more skills, values, and attitudes are necessary to exploit any global opportunity. Therefore, as has been noted by the (World Bank, 2005) provision of good quality secondary education is a critical tool in generating the opportunities and benefits of social and economic development.

Educating people means putting opportunities into their hands, and is recognized as one of the best anti-poverty strategies. It is also one of the best ways of ensuring a country's economic prosperity and competitiveness. It is estimated that average earnings increase by 11 percent with each additional year of education. Each additional year of maternal education reduces childhood mortality by about 8 percent (World Bank, 2005). This demand has called for more schools being formed which in turn has adverse effect on the teachers welfare in the schools since they undergo much teething problems especially when they are picking up.

Constituency schools were formed by the act of parliament 1963. The aim was to ensure equitable distribution of education towards the development of the country. Education is the key drive of any economy and needs much to be vested in it for any successful country. These schools have been facing a lot of challenges especially to the teachers on their welfare and remuneration.

Such teachers in Nzai District are paid very low salaries thus their poor welfare. This calls for the need to investigate the challenges facing their remuneration and welfare hence advice on the possible solutions to the problem.

## **1.2 STATEMENT OF THE PROBLEM.**

Remuneration is the payment of such teachers for the work they do in those schools while welfare is the level of standards of living contributed by such payments as well as the effect from external factors like politics, cultures, economy, demographics and income distribution. Political instability has led to unstable government financially hence has led to poor funding to those schools. Corruption by political leaders has led to little funding to this schools. Low incomes to the parents' leads to poor payment of fees hence low salaries to the teachers. Smaller number of students in constitution schools which leads to low amount of collected fees. Infertile lands and prolonged droughts have led to in adequate agricultural products which is main source of income in the area hence poor payment of school fees. Permanent solutions to these problems need to be thought about in the area towards its development hence development of the country as a whole.

Teachers who teach in these developing constituency schools face a lot of challenges ranging from poor welfare and low remuneration as found out in the several schools. Many of them have not been able to have their own meaningful developments and hence the prove that they are not well remunerated.

## **1.3. Objectives of the Study**

1. To evaluate how economic factors contributes to poor remuneration and welfare of those teachers.
2. To find out how political factors affect the welfare and remuneration of teachers in Nzau district.
3. To investigate how cultural factors leads to poor remuneration and welfare of those teachers.

## **1.4 Research Questions**

1. How do economic factors contribute to the poor remuneration and welfare of teachers in the newly created public schools?
2. How would political factors lead to poor remuneration and welfare of those teachers?
3. How do social and cultural factors influence the welfare of teachers in constituency schools in Nzau district.

## **1.5 Significance of the Study**

The findings of this study may be important in several ways:

The Ministry of Education (MoE) may use the study findings to identify the welfare of teachers in the schools and make the necessary adjustments to ensure that they are not economically and financially disadvantaged.

The Non-governmental organizations may venture into the education sector by offering to fund some projects in the schools and that way the welfare of the teachers may be well improved.

Study results would contribute to the existing body of literature and form a basis for further research and also contribute to adopting policies which curb problems facing new public constituency school teachers.

## **1.6 Delimitation**

The scope of the study focuses on seven (7) constituency schools out of the seventeen (17) established in Nzau District at Makueni Country, Kenya and it covers employment of teachers and their welfare between 2005 and 2010.

## **1.7 Limitations of the Study**

### **Unwilling respondents to the study process**

Though the majority of respondents were willing to participate in the process / some were reluctant to participate due to various reasons. This reduced the target population through did not have an adverse effect on the results obtained.

### **Time constrained respondents**

There were also some very willing respondents to the study, where some of them held their duties through some of their responses were not satisfactory since their attention was divided.

### **Personal bias**

This is a situation where the answer given by some of respondents had hints of personal bias and not entirely a representation of the situation as it is.

## **1.8 Organization of the study**

The study has five chapters. Chapter one the introduction has subheadings; background to the study, problem statement, purpose and objectives of the study, research questions, significance, limitations, delimitations, and assumptions of the study and definition of terms. Chapter two is the literature review. Chapter two has been organized according to the objectives of the study. A theoretical framework and conceptual framework are at the end. Chapter three presents; research design, target population, sampling procedure and sample size, research instruments, data collection procedure and analysis and operationalization of study variables. Chapter four will present the data analysis, interpretation, and presentation of the findings. Chapter five will present the summary, discussions, conclusions and recommendations of the study.

# CHAPTER TWO

## LITERATURE REVIEW

### 2.1 INTRODUCTION

This chapter gives overviews of features of constituency schools especially in Nzaui District and how they have contributed development of national economy as well as education sector. Therefore provides factors which contribute to the challenges faced by teachers in such schools. These factors include wealth distribution, population distribution, economic factors, political factors and cultural factors.

### 2.2 ECONOMIC FACTORS

The success of a new school depends on the state of national economy at the time the school is established (Baron 2004, Ligtheion & cant 2002 and Niemian 2006).

Provision of quality secondary education is important in generating the opportunities and benefits of social and economic development. The long-term plan for secondary education sub-sector in Kenya is to include the sector under basic education. In the medium term, educational needs for secondary education are likely to increase due to the introduction of Free Primary Education in 2003 and the targeted 70 percent transition rate by 2008.

Secondary enrolment is expected to grow by 115 percent from 0.9 million in 2004 to 2.7million by 2015. This will require increased resource mobilization towards secondary education sub-sector in recurrent and physical infrastructure expansion.

Financing of the envisaged expansion of secondary education calls for identification of sustainable financing options that maximize on costeffectiveness in resource utilization.

In 2004/5, expenditure on secondary education as a percentage of Gross Domestic Product and total education budget was 1.6 percent and 21.7 percent, respectively.

Public financing is predominantly recurrent expenditure that goes to salaries while the proportion of secondary non-salary expenditure, including bursaries and development was estimated at 6.5 percent, implying high household financing mainly through user charges.

According to public expenditure incidence analysis, the high income quintiles benefit more from provision and financing of secondary education compared to the low-income quintiles.

Feasible financing options include: establishing mechanisms for increasing secondary education fiscal allocation on non-salary expenditures such as targeted bursaries and planned capital expenditure; reducing secondary unit costs through expansion and improved quality of day school; improving efficiency in teacher and classroom utilization; enhancing partnerships; and effective mobilization of external assistance for secondary education through the re-profiled Sector Wide Approaches in education planning and financing in Kenya (Government of Kenya (GoK)).

The factors include;

### **2.1.1 Population Density**

This is the number of people in a given area at given period of time. In this District the population density is very low thus very few students attending newly public established schools. Those who attend leads to low amount of fees paid thus salaries and wagers to the teachers. (Government of Kenya, 2003b; 2005a; 2005b)

### **2.1.2 Inflation**

The Kenyan inflation has gone up to 8% leading to decrease in the value of wealth for the parents thus fees payment problems. This gives adverse difficulties to the heads of such schools in running the school financially, (viviers, 2001).

### **2.1.3 Unemployment**

Many people in this area are not employed thus inadequate money to pay fees.

Therefore many students delay much at home hence poor aggregate performance of the school. It also leads to delayance in payment of salaries to teachers thus poor living standards in such schools.

### **2.1.4 Taxation**

Increased taxation by the Kenyan Government on goods and services has led to increased price of goods thus high cost of living to citizens of the area which is very dry. Salaries to the teachers become less to sustain them in school.

## **2.2 POLITICAL FACTORS**

In developing nations, the political climate and legal requirements of operating schools in the country can be major stumbling block to the development of such schools (Themba,1999) the factors includes:

### **2.2.1 Laws and Regulations**

These schools are only required to register after having form four class. Within this period it experiences financial constraint thus poor salaries to the teachers hence poor standards of living.

### **2.2.2 Bureaucratic Corruption**

Corruption and red tape can significantly increase cost of living making very few parents afford to the children to school thus low school attendance.



### **2.2.3 Public support**

The Government may intervene to support education programmes to the country to ensure on going operation and growth of constituency schools beyond the initial incubation and early survival. (Nasser et al; 2003, Ligthelm and Cent; 2005), states that lack of public support has negative impact on development of newly established schools. These schools get very less government support financially thus difficulty is operating the schools.

### **2.2.4 Political instability**

Regional political instability like conflicts may have negative effects to these schools. It leads to CDF's support to the schools thus financial instability of these schools hence financial challenges to the teachers.

## **2.3 SOCIAL – CULTURAL FACTORS**

This reflects stage of development to a given area by creating environmental good will that would benefit such small schools, (Themba et al;1999, Rogerson, 2001, Tustin; 2001).

These factors includes:-

### **2.3.1 Access to public infrastructure**

Access to public infrastructure services includes water, electricity, serviceable roads, telecommunication, telephones, electronic media and postal services which development and growth (Rogerson; 1999, Clovher and Darroh; 2005 and Piaray; 1999). Limited access to these to these is a major constraint to newly established constituency schools by limiting operations and restricting access to necessary resources.

### **2.3.2 Access to money / capital**

The availability of appropriate economic resources is important for the education development (Tustin 2003, Good all 2000). Lack of capital limits access to finance through entrepreneurial practices thus lack of fees to parents hence poor teachers welfare. Poverty always remains to be a serious drawback to any given area's progress. Nzai District is so poor in terms of resources since it has no major economic activity that is a major income generator. This has led to low incomes to parents hence poor payment of school fees hence poor welfare of the teachers.

### **2.3.3 Access to Technology**

Technology has important implication for the growth and productivity of any sector. Nzai District depends in the area. (Monsfaa; 1990) asserted that effective choice of technology's meeting specified needs and ability to identify and recognize opportunities in deferent technologies. Poor technology in agriculture of the area has led to low productivity hence very few students joining Secondary Schools.

### **2.3.4 Access to labour**

Access to labour is a key factor to education sector (Venkataman, 2000, Thronhill and Amit, 2003), that ensures qualitative and quantitative education to students in such schools. This paves way for low teacher – students' ratio thus overloading the teachers hence undesirable welfare of the teachers.

### **2.3.5 Access to Health Facilities**

Availability of quality health care has an important influence on education and ability of teachers to work (Robert et al; 2003). The high prevalence of HIV/AIDS is a

serious threat to small schools and affects their success negatively (Cant and Ligthoen; 2005).

### **2.3.6 Cultural Practices**

Culture is considered to be shared values, beliefs, norms of the society which is a factor affecting every sector of economy. It creates differences, national and across boundaries (pretorious and Van Vurren; 2003). New teachers to these new schools experience difficulties in adopting the new culture hence affecting their welfare.

# CHAPTER THREE

## RESEARCH METHODOLOGY

### 3.1 Introduction

This chapter consists of the methodology that was used in the study. It consists of research design, the population, sample design, data collection methods and techniques of data analysis and presentations. The research was conducted among schools located in Nzau District, Makueni County.

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### 3.2 Research Design

Descriptive survey research design was used in this study. In a survey data is collected by interviewing or administering questionnaires to sampled individuals with an aim of studying their attitudes, opinion and habits (Orodho, 2005). In this study a teachers' questionnaire was administered to selected teachers to collect data in order to assess their opinion and habits on the remuneration and welfare of teachers in the established public schools in Nzau district.

Quantitative data was collected using the Likert rater scale teachers' questionnaire from the teachers in the district. Independent variables will constitute the perceived factors influencing remuneration and welfare among teachers in such secondary schools. Therefore, the main aim and process of conducting this study is in line with the purpose of carrying out a survey modeled research.

It provided highly reliable and meaningful information. It was also suitable for it aimed at collecting information from respondents on their attitudes, awareness and options in relation to the subject matter. The design helped the researcher to collect a large amount of data from the many respondents who are parties to such schools.

### **3.3 The Target Population**

Nzau district has seventeen (17) newly established constituency public schools. The population of interests in the study was the newly established constituency schools in Nzau District in Makueni County targeting the teachers in such schools. The population with regard to teachers was selected due to its relevance to the study and the fact that they share similar challenges in the education sector.

### **3.4 Sampling Procedures and Sample size**

The schools in the district being seventeen, it was not viable and economical to carry out the study on all of them. There was need to get a sample that would be representative of the whole population. A simple random sampling technique was used to select a sample from the cluster of the newly established constituency schools in the selected district. Only seven schools were chosen out of the seventeen schools. The sampling technique ensured that optimum information was obtained since there was no bias in selecting the schools that were to be studied.

### **3.5 Data Collection Methods**

Data was collected from both secondary and primary sources. Primary data was collected through in depth face to face interviews using semi- structured questionnaires with the respondents being encouraged to give as much as possible. Their responses were recorded in the questionnaires and field note book during the interviews. Secondary data was collected from existing research findings, books, session papers and the internet.

### **3.5 Research Instruments**

Data was collected using a structured closed and open ended Teachers' welfare questionnaire. Also in use will be the face to face interview for the teachers where they will be expected to give views of their welfare and remuneration.

#### **3.5.1 Questionnaire for teachers**

There will be a teacher's questionnaire that the teachers from the selected schools will have to fill as expected by the researcher.

#### **3.5.2 Interview schedule for teachers**

There will be a face to face interview between the researcher and the respondents who in this case are the teachers from these schools where they will personally give their own opinions in detail concerning their welfare and the challenges they face in the administration of the schools.

### **3.6 validity and Reliability of the research instruments**

The research instruments are to be tested for validity and reliability.

#### **3.6.1 Validity of the Instruments**

Validity is the degree to which the results obtained from the analysis of the data actually represents the phenomenon under study. Orodho (2005) defines validity as a prior qualitative procedural test of the research instruments in attempting to ascertain how they are accurate, correct, true, meaningful and right in eliciting the intended data for the study.

The instrument was valid depending on how the data collected was related in terms of how effective the items were sampled significant aspects of the purpose of the study (Orodho, 2005). Content validity of the instruments will be used to measure the degree to which the items will represent specific areas covered by the study. Therefore,

content validity of the instrument was determined by colleagues and experts in research who looked at the measuring technique and coverage of specific areas (objectives) covered by the study. The experts then advised the researcher on the items to be corrected. The corrections on the identified questions were incorporated in the instrument hence fine tuning the items to increase its validity.

Validity was ascertained by checking whether the questions were measuring what they are supposed to measure such as the: clarity of wording and whether the respondents were interpreting all questions in the similar ways (Orodho, 2005). Validity was established by the researcher through revealing areas causing confusion and ambiguity and this will lead to reshaping of the questions to be more understandable by the respondents and to gather uniform responses across various respondents (Orodho, 2005).

### **3.6.2 Reliability**

A pilot study was carried out to pretest the instrument among 10 teachers in Nzau District, the 10 teachers were excluded from the final sample. Piloting will help the researcher to measure the reliability of the research instrument. Reliability of a research instrument is a measure of the degree to which the instrument yields consistent data after repeated trials (Mugenda and Mugenda, 2003). Orodho (2005) defines reliability as the consistency of research instruments in eliciting similar data from the same respondents after administering the instruments for two or more times within a considerable time lapse apart in between the two or more distinct times of the instruments' administration. To establish the reliability of the questionnaire a test-retest technique was used by twice administering the questionnaire to the 10 teachers in 5 public schools in the District. This was done with an allowance of three weeks' time lapse in between the two times. The two sets of data obtained are then compiled;

with data points obtained in the first trial denoted as  $X_i$  and those which were obtained in the second trial denoted as  $Y_i$ . A correlation coefficient between the corresponding  $X_i$  and  $Y_i$  data points was calculated. The correlation coefficient was calculated using the Pearson Product-Moment Correlation Coefficient formula:

$$r = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{n}}{\sqrt{\left(\sum X^2 - \frac{(\sum X)^2}{n}\right) \left(\sum Y^2 - \frac{(\sum Y)^2}{n}\right)}}$$

**Where:**  $X_i$  and  $Y_i$  was the data points after operationalizing into numeric form. The values of  $r$  (correlation coefficients) lies between -1 and +1 where -1 and +1 indicates perfect relationships while 0 or near to it indicates no discernible relationship between the two variables (Kasomo,2006). A correlation coefficient as high as between (0.7 – 1), means that the instrument had high test-retest reliability (Mugenda & Mugenda, 2003).

### **3.7 Data Analysis and Presentation**

The study was analyzed and interpreted on the basis of the objectives of the study.

The data was analyzed and presented by use of tables, bar graphs and pie charts.

Microsoft office applications such as excel were also used to interpret the information acquired. Conclusions were also drawn from ideas and opinions of the stakeholders.



### **3.8 Ethical considerations of the study**

Participants were given the assurance that their identity was anonymous in order to uphold privacy so as to avoid any repercussions that can bedevil any of this study's respondent's private life. Therefore, they were asked not to write any of their names on the questionnaire. The participants were assured that all information obtained from them was confidential because it was only to be handled by the researcher and such information was only be used for the intended purpose. The researcher obtained a research authorization permit from the District Education Officer (DEO's) office Nzai. A copy of the permit was submitted to the District Commissioner (DC) and the heads of schools in the 7 selected schools. The researcher pre-visited all the 7 schools to establish rapport with the principals, and teachers before the actual data collection date. This made him familiar with the respondents to allay any fears. The questionnaires were personally administered by the researcher. Adequate time was accorded each respondent to obtain appropriate answers to the questions. Therefore to ensure collection of unbiased data informed consent was emphasized through seeking for the participant's permission to participate in the study before administering the questionnaire to him or her.

## **CHAPTER FOUR**

### **RESEARCH FINDINGS AND ANALYSIS**

#### **4.1 Introduction**

In this chapter the researcher presents the research findings that were revealed after data analysis, interpretations and presentation. The chapter is organized according to the research questions of the study. To determine the questionnaire return rate, there were 55 questionnaires which were distributed to 55 secondary school teachers across the seven selected secondary schools in Nzau District. All the 55 questionnaires were filled in after which the researcher was able to collect each of the 55 questionnaires from the 7 selected schools. Therefore the researcher ensured a 100% questionnaire return rate.

This chapter also analyses the results generated from the study carried out on the external factors affecting the teachers' remuneration and welfare in newly established day secondary schools. The results were generated from various respondents within Nzau District secondary schools as a whole. These findings have been considered representative of the many of these schools in the county and the researcher is confident that the information being discussed in this chapter is of high quality and integrity.

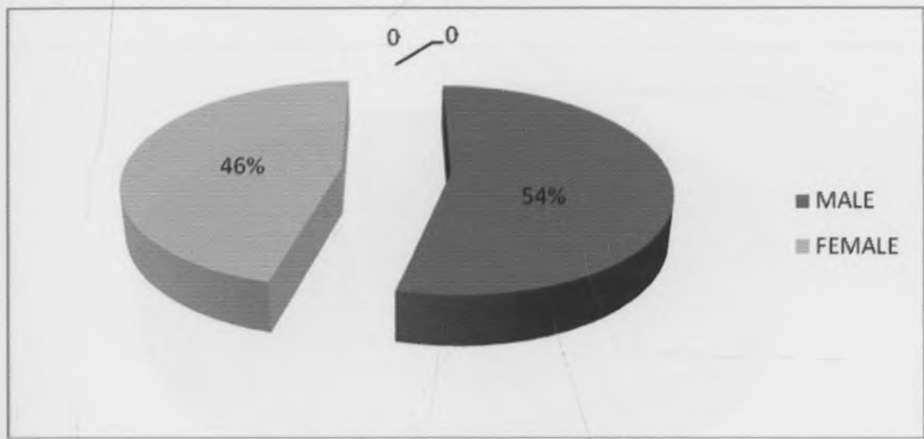
#### **4.2 Demographic information of the participants**

This section contains the percentage by gender of the respondents, their age bracket, education level, their job description and how long they have worked for or at their respective schools.

**From the research carried out and results recorded in Figure 4.1, 4.1.1;**

### **Gender**

The Male respondents represented 54% to 46% of women. This number was purely random as there was no bias towards the male respondents as compared to the female respondents. The number was considered to have been a satisfactory of both genders.

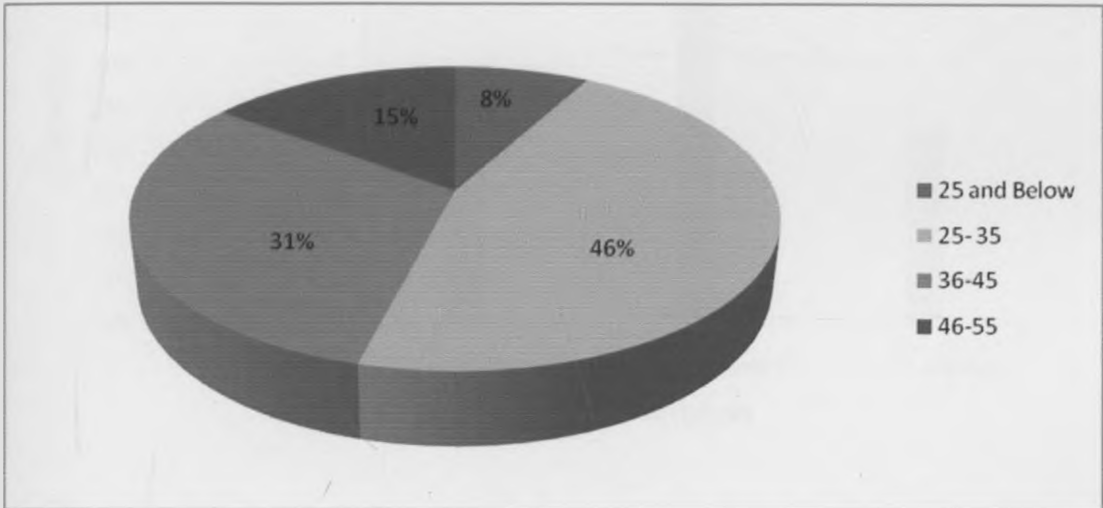


**Figure 4.1: Gender**

From the results represented in Figure 4.1, it is clear that the male respondents were more than the female respondents. This implies that the workforce, especially in such schools is composed of more men than women. Recent studies however indicate that women are about to surpass men in the workforce. The results could also be interpreted to mean that the gap between men and women is narrowing down and can be seen to only have a disparity of 8% as compared to a larger margin in past studies.

### 4.1.2 Age

During the research, different persons were approached and they represented different age brackets. 8% of the respondents in the study were in the ages of 25 and below. The majority (46%) were persons from the age of 25-35 followed by the next immediate group of persons from ages 36-45 who represented 31% of the respondents. The remaining 15% were persons above the age of 46.

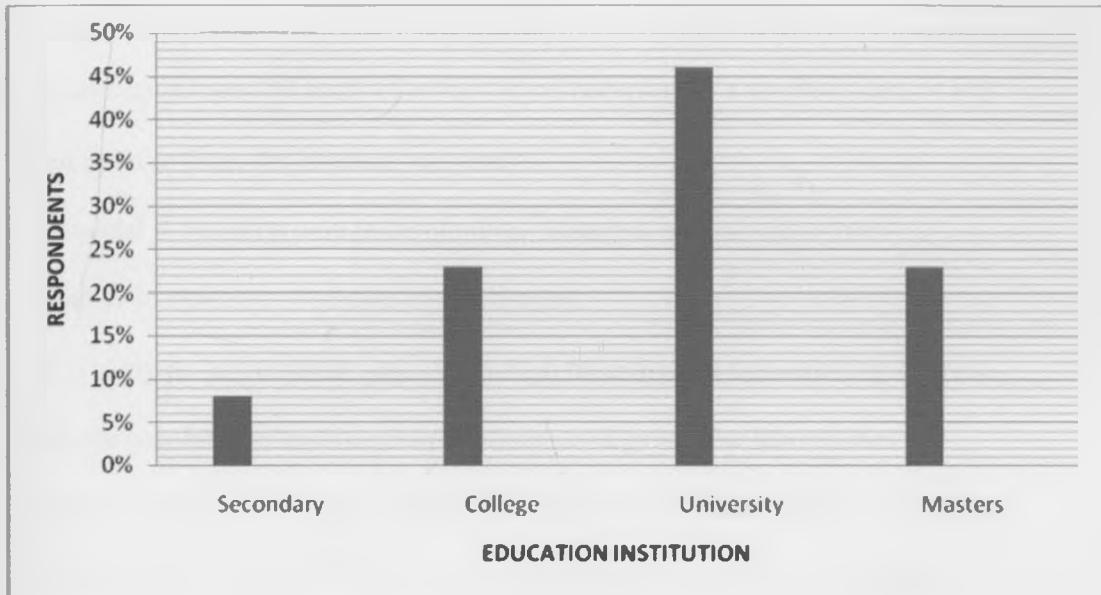


**Figure 4.2: Age**

Studies by the International Education Organization would support this since most people in the Kenyan work force are considered to be young adults and would most likely lie in the 25-35 age bracket or in the one indicating persons between the ages of 36-45 years as is also indicated in Figure 4.2

### 4.1.3 Education Level

The persons approached during the process research were relatively educated as can be seen in Figure 4.3. It was discovered that 8% of the respondents had attained a Secondary Certificate while 23% had at least a college diploma. The majority (46%) had a University Degree while 23% had a Masters Degree.



**Figure 4.3: Education Level**

This was advantageous since it resulted in informed responses from the target population as these were persons that were assumed to be in touch with what is going on around them. This also meant that the information collected was highly reliable. This was coupled by the fact that the respondents had also worked in their respective schools for quite a while with the least having worked for a minimum of two years at the particular school. The fact that they were also persons well placed in these institutions also helped as they gave factual evidence to support the responses they gave.

## 4.2 ECONOMIC FACTORS

The research first sought to establish how long the schools had been in existence. This was important as it was to determine whether the teachers had been in their respective schools long enough to have been affected by some of these economic factors. The study showed that the schools, from which the research was carried, had been in existence for the past 2 to 6 years. It was determined that the duration of these schools was sufficient and studies with respect to this would be satisfactory.

Unit cost constitutes the costs of school space occupied by a single student at any given point in time, for instance one year.

This model is based on core underpinnings of access, equity, quality and efficiency in resource allocation and utilisation.

In this study the unit costs are calculated from teaching and non-teaching salaries, funds for scholarships and bursaries, maintenance, grants for laboratories and equipment, plus costs for learning materials. All these costs are directly related to enrolment levels in schools. Private costs are proxied by household secondary education expenditure in fees while public costs are proxied by public unit expenditure at this level.

Therefore, based on school fees and public expenditure, it is possible to compute unit costs for major secondary education inputs:

$$\text{Unit cost} = (T + A + B + M + NT + GLE) / E$$

where:

T=Teacher salaries; A=Administration salary; B= Scholarships/ bursaries;

M=Maintenance; NT= Non-teaching salaries; GLE=Grants for laboratories and equipment; E=Enrolment.

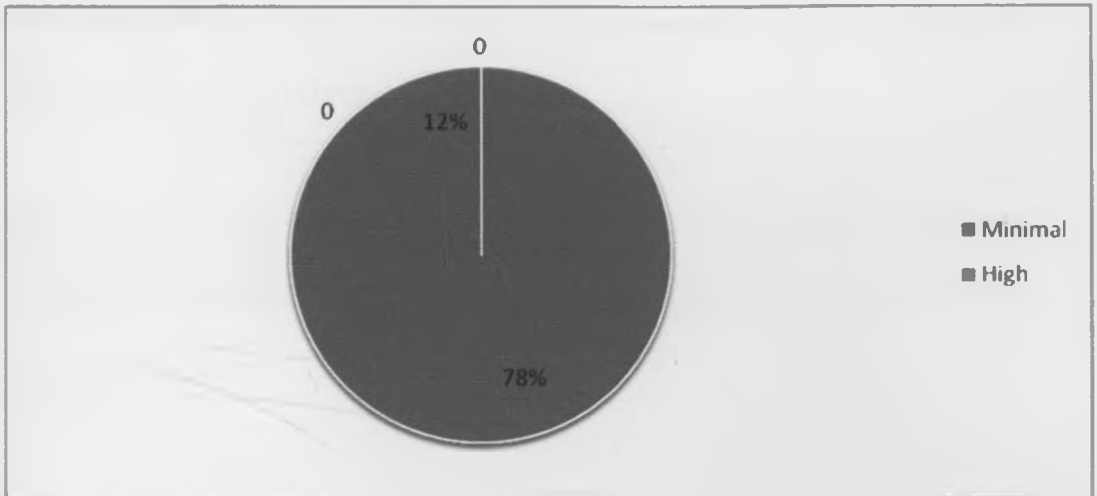
Since there is no consolidated accounting system for grants and user charges for individual schools and expenditure items, the analysis utilised official fees guidelines

by the government that are categorized as district school (Ksh 10,500), provincial (Ksh 22,900) and National school (Ksh 28,500).

The user charges are assumed to cater for such expenditures as teaching and learning materials, development, maintenance, operations, non-teaching staff salaries, and school equipment and sporting, among others. Public financing comprises of teachers' salaries, bursary allocation, administration salaries and grants and laboratory equipment for marginalized schools, (Bray, 2002).

#### 4.2.1 Teacher Turnover

From the study, it was realized that the teacher turnover in these schools was very low. A majority (78%) of schools under study indicated that their teacher turnover was low while only 12% indicated that they had a high teacher turnover as is shown in Figure 4.4



**Figure 4.4: Employee Turnover**

This signified that the schools were able to retain most their employees. In the schools with high employee turnover, it was realized that these schools had had substantial set-backs in the recent past and most of their teachers had sought employment in other schools. Studies indicate that these schools have low employee turnover since they are considered less volatile and employees view them as being less risky than working for bigger schools.

#### **4.2.2 Economic Variables**

The results generated from the Likerts scale; Table 4.1, indicated the effect of various economic factors on the schools under study. From the opinion of the respondents, it was found out that most (53%) of the respondents agreed with the notion that the population density in the county did not affect schools or rather it was a non-issue. 8% were however uncertain of the fact while 39% of the respondents disagreed.

The study also indicated that 70% of the respondents agreed with the idea that unemployment levels had much effect on the teachers. 15% were still uncertain while 15% of the respondents disagreed with the idea.

With regard to the level of salaries set to the various teachers, the study indicated that 31% of the respondents agreed that the rates were too high. 8% were uncertain while 61% disagreed



**Table 4.1: Likerts Scale on Economic Factors**

FACTORS	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
School density in the county is a non-issue	15%	38%	8%	31%	8%
Unemployment level in the county has much effect on the school's performance turnover.	8%	62%	15%	15%	0
The level at which salary is set not considerate of these schools in the Country.	8%	23%	8%	53%	8%
Newly formed schools are hardly able to handle shocks in the school environment.	15%	77%	8%	0	0

### 4.2.3 Infrastructure

During the research, the respondents were asked the question: What are some of the features in the school environment in the county that have facilitated growth and development of your school? The respondents' answers were as represented in Table 4.2. 19% considered Population growth as one of the factors that has contributed to growth of their schools. 31% stated improved infrastructure while 31% indicated the availability of funds as the factor that has helped their schools most. The rest of the respondents were torn between increased income level and stringent policies with a percentage of 8% and 11% respectively.

**Table 4.2: Infrastructure**

FACTORS	FREQUENCY	PERCENTAGE
Population Growth	5	19%
Improved Infrastructure	8	31%
Availability of Funds	8	31%
Increased Income Level	2	8%
Stringent Policies	3	11%

The results of the research carried out indicate that most of the respondents considered improved infrastructure and availability of funds from Government and other sources as the factors that have had most effect on the development of their school. This seems to tally with recent developments being experienced in the country.

#### 4.2.4 Wealth distribution

##### 4.2.4.1 Market Condition

Most (40%) of the respondents in the study articulated that the market from which they get resources is not reliable. 30% however, said that the condition of the market was poor as 30% remained neutral.

**Table 4.7: Market condition with Regard to Industry in which Enterprise Operates**

DEGREE	FREQUENCY	PERCENTAGE
POOR	8	30%
NEUTRAL	8	30%
RELIABLE	10	40%

### 4.3 POLITICAL-INSTITUTIONAL FACTORS

The study sought to investigate the various political institutional factors affecting school in the county and to what degree. Some of these factors include; Micro-economic policies, The Judiciary, Bureaucracy, Cost of Compliance, Public support, and Political instability.

#### 4.3.1 Policy Awareness

According to the study carried out, it was discovered that 69% of the respondents to the study were aware of the various policies governing their schools in which they were operating while 31% were not. In the case of being consulted in the formulation of the policies, only 15% of the respondents had ever been consulted while the majority (85%) had never been consulted.

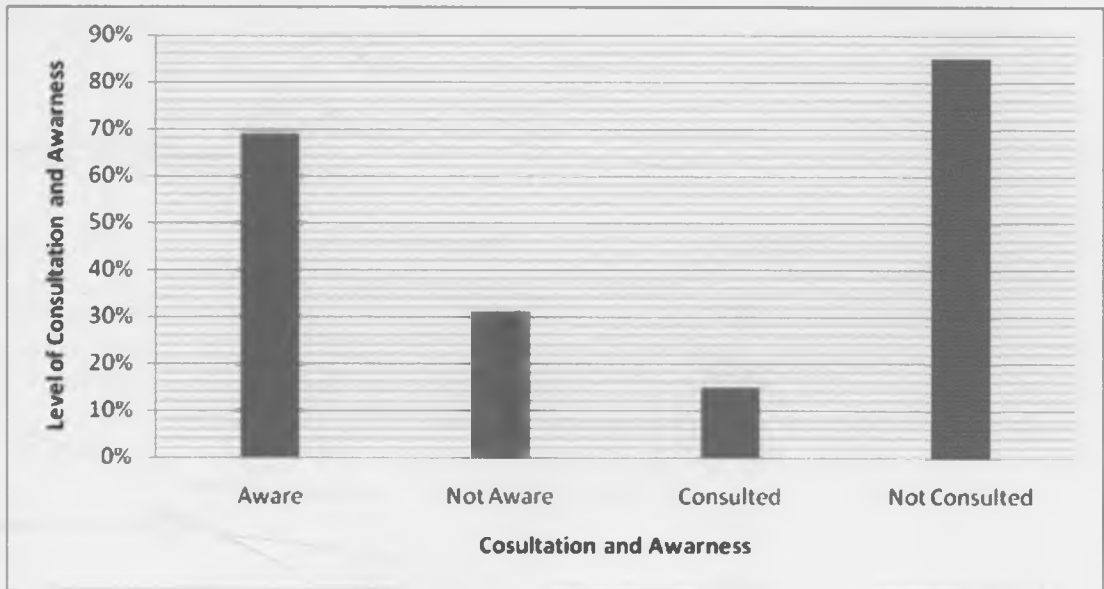


Figure 4.5: Policies

This implies that in the formulation of policies and regulatory frameworks, these schools are rarely involved as their council is hardly ever sought. This may thus be the reason why some of them are reluctant to fully comply with some of these regulations as they are not all inclusive.

### 4.3.2 Effect of Political Violence

When asked about the difficulties faced during the 2007/2008 post-election violence, the respondents responded as indicated in Table 4.3 The majority (35%) indicate that they had to close down their schools due to the political violence of 2007/2008. 15% of the respondents said that during this period there was lack of teachers and students. 19% indicated that their institutions were destroyed. 12% indicated loss of property as the major one due to the post election violence. The rest, 8% and 11% indicated that curtailed movement and high priced products respectively were the repercussions of the violence.

**Table 4.3 Political Violence**

FACTOR	FREQUENCY	PERCENTAGE
Lack of teachers/students	4	15%
Destruction of school property	5	19%
Loss of property	3	12%
Closure of school	9	35%
Curtailed movement	2	8%
High price of products	3	11%

The results indicated that different businesses were affected differently by the post election violence of 200/2008.

### 4.3.3 Political-institutional Variables

The results generated from the study were summarized in the Table 4.4 It was realized that most of the respondents (92%) considered the Judiciary as having the least effect on their schools and stated that the cost of compliance as having the most effect on their schools with 58% of them conquering with the notion. Bureaucracy, public support and industry regulatory frameworks were considered as having relative effect on the schools as indicated in Table 4.4

**Table 4.4: Degree of Effect of Political-Institutional Factors**

FACTOR	1	2	3	4	5
The Judiciary	92%	0	8%	0	0
Bureaucracy	8%	34	42%	8%	8%
Cost of Compliance in setting up and running up the school	0	8%	17%	17%	58%
Public support	8%	42%	34%	8%	8%
The school's regulatory frameworks	0	0	58%	25%	17%

The objective of this specific question was to investigate how much the stated factors affected the teachers as indicated in Table 4.4

The cost of compliance had the most response implying that it was too high. This was in line with previous assumptions and the objective with regard to this question was accomplished.

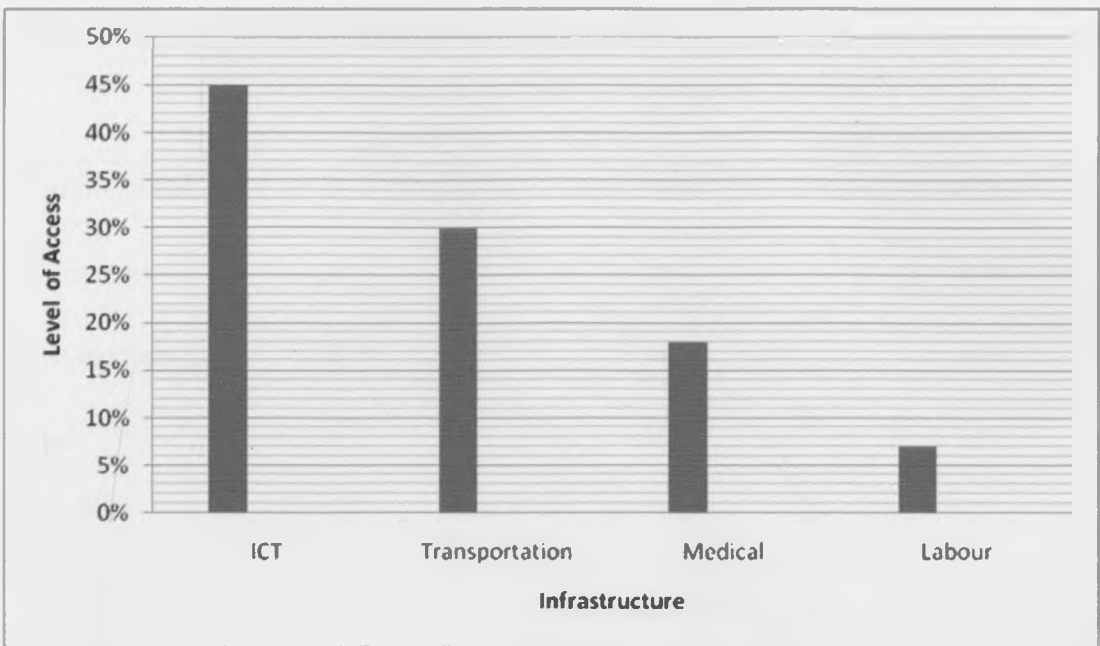
The effect of public support on the businesses was downplayed as the degree of effect declined as more respondents were approached.

#### **4.4 SOCIAL - CULTURAL FACTORS**

The study sought to investigate the effect of various social-cultural variables some of which included: Access to public infrastructure, access to capital, access to technology, labour, economic resources crime, health and culture.

##### **4.4.1 Public Infrastructure**

The research sought to investigate which infrastructures are yet to be fully accessed by these schools. The results were indicated as in Figure 4.6 ICT and the internet topped the list with 45% of the respondents stating that they still could not access proper communication and internet services. 30% of the respondents stated that transportation was still a problem while 15% and 7% stated that Medical services and Labour respectively were still an issue.



**Figure 4.6: Infrastructure yet to be fully accessed**

#### **4.4.2 Level of Access to Social-Cultural factors**

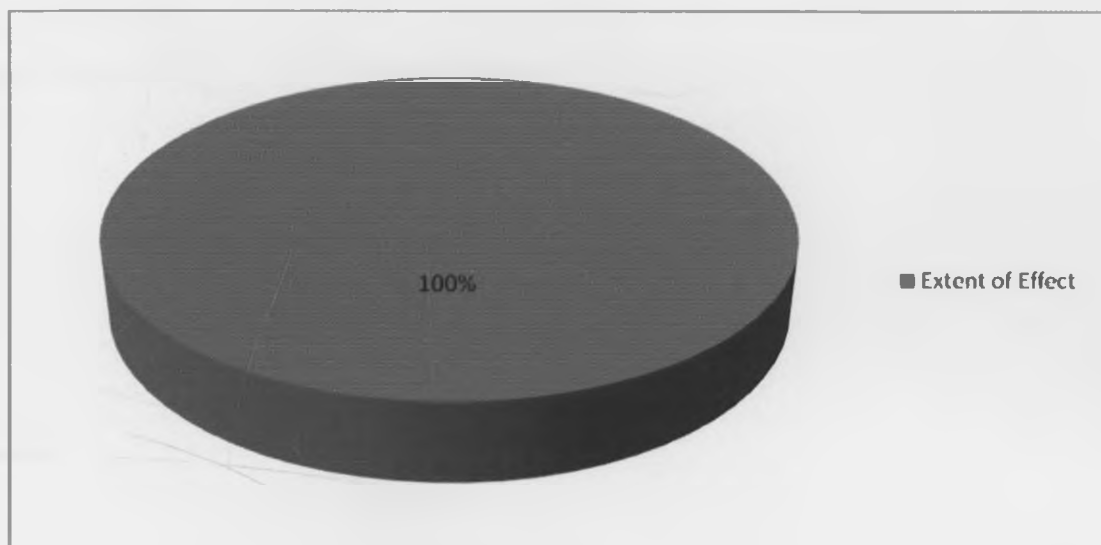
When asked about the level of access of various Social-Cultural factors, 78% of the respondents said that the level of access of Money/Capital was good while 22% of them said it was still poor. 85% of the subjects stated that the level of access of Technology was good while 15% said it was poor. In access to efficient labour 54% said level of access was good while 46% said it was still poor. 46% of the respondents said that the level of access of other economic resources was good but 56% of them said it was poor.

**Table 4.5: Level of Access of Social-Cultural Factors**

	VERY GOOD	GOOD	POOR
Money/Capital	0	78%	22%
Technology	0	85%	15%
Efficient Labour	0	54%	46%
Other Economic Resources	0	46%	54%

#### 4.4.4 Effects of Social-Cultural Factors

From the study carried out and results represented in Figure 4.7, it was found out that 100% of the respondents attested to the fact that they or their school had been affected in one way or the other by various Social-Cultural factors.



**Figure 4.7: Extent of Effect of Social-Cultural Factors**



The study had sought to investigate whether the schools were being affected by various social-cultural factors and which ones in particular. It was discovered that all sectors within the institutions were affected by various factors some of which included; inaccessibility to public infrastructure, lack of access to efficient teachers, crime, Health and Cultural disparities. The study confirmed earlier results generated by the study that indicated inaccessibility of these same factors and their effect to the schools.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This section of the project gives the final summary, conclusion and recommendations concerning the topic of study and factors therein. There are also suggestions for further research in the chapter since though the research was satisfactory, it was however not conclusive. This chapter therefore tries to have the final word on the stated variables and also further explains the results analyzed in the previous chapter.

#### 5.1 Summary of the Findings

The general objective of the study was to investigate some of the external factors affecting remuneration and welfare of teachers in newly established day constituency schools. The study was carried out extensively and results on the variables were collected and analyzed accordingly, as may be seen in the previous chapter. The research process involved among other things, going into the field to gather information. This was mainly done by use of questionnaires which the respondents filled out. Information collected was put together and analyzed. Though some of the information gathered from the questionnaires was inconclusive, the viable ones were well utilized and information gathered from them satisfactorily.

The study concentrated on four main variables which also formed the specific objectives of the study. The four main variables were the Economic, Political, Social, and Wealth Distribution factors. Each was studied at length and broken down to various other factors under the four major ones. A global perspective on these variables was sought and compared to the local situation. This indicated a similarity in

occurrences in various parts of the world and with regard to the issues faced by teachers in the respective schools.

## **5.2 Conclusion**

The importance of such schools in the county cannot be over-emphasized. Stakeholders concerned cannot sit back and figure it out as someone else's burden or consider it a nuisance without trying to seek a solution. This study has only scratched the surface and has led to a few realizations and confirmation of a few facts some of which are;

- a. In the Kenya, political-institutional and Social-cultural factors play a major role, probably the most important in deciding the direction that our economy takes. This has become typical of these schools in many counties in the country. The example of the 2007/2008 post-election violence was studied in brief and from the results obtained, politics seem to have pulled back the progress that had already been made.
- b. The study also came to the realization that, though many people know how to use various communication channels, accessing them was the main problem. Studies have shown that Kenyan's are among the most highly knowledgeable people in Africa in terms of internet use. However the access level is still very low and many institutions seem to spend a lot of time and resources when conducting occasions such as meetings which in most cases engage physical movement so much rather than doing it through the internet by use of video-conferencing.
- c. The economic factors, though important, seem to play a second fiddle to political and social factors. However, it was realized that a lot need to be done as newly formed schools can hardly withstand the pressure during their

infancy stage. Recently though, the access to funds has been favorable and most of these schools have been able to survive from this windfall.

The government recently enacted the establishment of schools. This was in response to the stagnation in recent years of the contribution of these schools to Gross Domestic Product (GDP), an indication of lack of a conducive environment that can spur growth. The bill is envisaged to create an environment that will promote competition, creativity, innovation and enhance the school culture which is a prerequisite necessity for private sector development and rapid industrialization.

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### **5.3 Recommendations**

The study had sought to find out the effect of the four specific variables on these schools in Kenya. According to the findings, various issues were realized. The researcher made a few recommendations concerning these issues. These recommendations are:

- a. A broad based advisory National Council for Constituency Schools should be established. This would facilitate coordination and monitoring of their policies and program implementation and advise the Government on appropriate policies and actions to be taken.
- b. Office of the Registrar of Constituency School Association should also be set up to enhance organization of the sector which will provide for a stable intervention platform for the various development players in the sector.
- c. Newly Day Schools should refrain from being political. This is due to the fact that stakeholders involved may hold various political views and propelling ones political views in the work area in both formal and informal settings may be detrimental to the schools.

- d. The institution is made up of various individuals from different social and cultural backgrounds. As such management should seek to only foster a culture of hard work and esteemed teacher service. Other social or cultural inclinations and the urge to tell all should be kept at bay.
- e. The government should also sponsor workshops that would guide some of these teachers in various fields of specialization.
- f. Many have also been considering the issue of tax to be a burden. Sensitization of the importance of paying tax should therefore not be a onetime thing but should be something that is continuously done even to the young generation. People should not start learning about the importance of paying tax when they start earning a living or become of legal age but should be taught at a young age and this culture instilled in them. This will lead to more people paying tax on time and with no complains

The government should however monitor how these funds are used; say in the construction of better infrastructure, healthcare and even care for persons in their old age as has been evident in various developed nations such as Sweden.

#### **5.4 Suggestions for Further Research**

Though the research was satisfactory, it was however not conclusive. There are still a myriad of problems faced by such schools in Kenya and in the county. The researcher has suggested a few other areas that could be looked into to further understand the implications of these problems and try to come up with a solution to them.

The research concentrated on the external factors faced by these teachers since it was understood that most if not all the schools in Kenya seemed to be facing the same

kind of problems. A broader study into the internal factors affecting the very same constituency schools could also prove to be a worthwhile topic to look into. This is because there are also very many similar internal problems that the schools face that also warrant one to look into.

The East African community has also opened up its borders to each other and as such has led to integration of very many factors. This could also warrant a study to be done on a different scope or target population so as to solidify the study already done in this project.

The last thing we need in setting up regulatory frameworks is to realize that we have too many of them that just end up derailing the whole development process. A study into the policies that have been set up and which ones need to go or be added could also be a topic worth investigating.

Since some of the variables studied were not studied in depth, one could narrow down on a particular variable, say Political-Institutional, and surgically study so as to come up with a conclusive investigation.

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## APPENDIX 1

### QUESTIONNAIRE

This questionnaire seeks your opinion on “The challenges towards the remuneration welfare of teachers in newly established constituency” This study forms part of the requirements for the researcher’s Bachelors Degree in Education of catholic university of East Africa. You should not write your name on the questionnaire as this guarantees anonymity. Honest responses to all the questions are requested and will be highly appreciated. There are “no right” or “wrong” answers. The researcher is only interested in your opinion. The responses you give will be treated with utmost confidentiality. Thank you for taking time to complete this questionnaire.

### SECTION A: DEMOGRAPHIC CHARACTERISTICS

1. Please indicate your Gender

Male { }      Female { }

2. Please indicate by ticking on your age bracket.

25 years and below { }      25-35 years { }      36-45 years { }      46-55 years { }

More than 55 years { }

3. Level of Education

Secondary { }      University Degree { }

College { }      Masters Degree { }

Other (Please Specify) \_\_\_\_\_

4. How long have you worked for this school

\_\_\_\_\_ Months

\_\_\_\_\_ Years

5. What is your designation in the school (Please Specify)

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**SECTION B: ECONOMIC FACTORS**

1. When was this school established?

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2. What is the general employee turnover in the organization?

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3. To what extent do you agree with the following statements?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Population Density in your county is a non-issue					
Unemployment level in the county has much effect on teachers' turnover.					
The level at which salary is set is not considerate of the newly day established constituency schools					
Newly formed schools are hardly able to handle shocks in the schools environment.					

4. What is your opinion on the types and level of salaries paid out to the teachers, specifically the ones paid out in your school?

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5. What are some of the features in the school environment in county that have facilitated growth and development of your school?

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**SECTION C: POLITICAL INSTITUTIONAL FACTORS.**

1. Are you aware of the various policies governing your particular school?

YES { }

NO { }

2. Have you ever been consulted in, whichever way, in the formulation of policies or legislations governing your school?

YES { }

NO { }

1. In what way did the political instability of 2007/2008 affect the teachers and the school from which you operate?

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4. On a scale of 1-5 indicate to what degree the following factors affect your school.

(1-Being the least in its effect, and 5-Being the greatest in its effect)

<b>FACTOR</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The Judiciary					
Bureaucracy					
Cost of Compliance in setting up and running the school					
Public support					
The school's regulatory frameworks					

5. What are some of the political institutional issues that you would like addressed immediately?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**SECTION D: SOCIAL-CULTURAL FACTORS**

1. What are some of the Public Infrastructure services that the school is yet to fully achieve?

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2. Please indicate the level of access to the following social-cultural factors.

FACTORS	VERY GOOD	GOOD	POOR
Money/Capital			
Technology			
Efficient teachers			
Other Economic Resources			

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3. Culture seems to play a major role in various schools. Please state whether or not this social-cultural factor affects the school and if so, in what way.

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